

DOCUMENT RESUME

ED 227 036

SO 014 565

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TITLE Stockton and the World--Developing a Community-Based Global Education Approach.
PUB DATE May 82
NOTE 32p.; Paper presented at the National Conference on Professional Priorities: Shaping the Future of Global Education (Easton, MD, May, 1982).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Bilingual Education; *Community Involvement; Curriculum Development; Educational Needs; Elementary Secondary Education; *Global Approach; *International Relations; Program Descriptions; *School Community Relationship
IDENTIFIERS Bay Area Global Education Project CA

ABSTRACT

The global education program of the Stockton (California) Unified School District has evolved from conferences, seminars, and workshops to the Stockton and the World project. The project began in 1971 with the district's participation in the Bay Area Global Education Program (BAGEP) intensive workshop training. Participants then sponsored global education curriculum development workshops and developed linkages between bilingual education and global education within the district. A conference on bilingual education and global education identified needs to develop school/community cooperation in solving educational problems, models within the school community that exemplify global concepts, and an awareness of the local international dimension of these concepts. Finally, a 1982 symposium on "Bilingual Education from an International Perspective" resulted in the development of the Stockton and the World project, which began with three components: a project which places international college students in public school classrooms, a calendar which provides examples of international linkages in the Stockton community, and a program to train high school students as global education instructional aids. Additional activities include a workshop series on Stockton and the World, international career week, and an intermediate grade unit which focuses on the Stockton community as a learning resource. (KC)

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ED227036

Stockton and the World--
Developing a Community-Based
Global Education Approach

PAPER FOR THE NATIONAL CONFERENCE ON
PROFESSIONAL PRIORITIES:
SHAPING THE FUTURE OF GLOBAL EDUCATION

Your Community in the World Panel
Easton, MD
May, 1982

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The Stockton Community

Stockton is a city of great cultural and ethnic diversity located 85 miles east of San Francisco in the San Joaquin Valley, one of the major agricultural producers of the world. The city is the nucleus of an urban and rural county of 355,700 people; as such, it embodies both contrast and complexity. It is an inland international seaport lying at the head of a delta of 1000 miles of waterways which are used for both commerce and recreation. It is a city of Japanese-American internment camps during World War II and the site of the California's oldest university, the University of the Pacific. The University has a history of innovation and "firsts." It established the first medical school on the West Coast, the first co-educational campus, the first conservatory of music, the first undergraduate Teacher Corps Program in the nation, the first over-seas campus program; and it was the first to establish a Spanish-speaking inter-American college. Its Bilingual/Cross-Cultural Education Programs became models for similar programs across the country.

In addition, Stockton is the home of the San Joaquin Delta College, a community college which serves a great diversity of individuals and offers a broad spectrum of programs from college preparatory to vocational training. The English-as-a-Second Language programs have expanded as the community has absorbed immigrants, mostly from Latin America and Indochina.

Stockton Unified School District is an inner-city district of approximately 25,000 students. The city and the district have had a history of absorbing immigrants; for the first time this year, Stockton Unified School District no longer has a majority of white students. The latest influx of Indochinese peoples has added new language components to the district's Spanish, Chinese, and Tagalog bilingual programs. The district also has a Black-Bidialectical Program which has become recognized as a model across the state.

Court-ordered desegregation occurred in Stockton Unified in 1975. The district survived this process remarkably well; in spite of its critics, the district is now again increasing in student population. Stockton Unified has an effective affirmative action program and the staff, both teaching and administrative, reflects the diversity of its students to a great extent.

The Evolution of a Community-Based Global Education Project

The Stockton and the World project is an evolving one which is closely linked to Stockton Unified School District's participation in the Bay Area Global Education Program (BAGEP). That participation began in the Fall of 1979 through the formation of a district-level team of teachers and administrators who were to become involved in BAGEP's intensive workshop training in global education. BAGEP is a consortium of university and community organizations designed to assist elementary and secondary schools improve their students' ability to deal with a changing world and to increase their competence in world affairs. The consortium includes the Stanford Program on International and Cross-Cultural Education (SPICE), the World Affairs Council School Program, and Global Perspectives in Education (West Coast Office). BAGEP offers leadership training in global and cross-cultural content, planning assistance, resource services, and on-site support to participating district teams.

During the first and second year of Stockton Unified's involvement in BAGEP, the district Global Education Team presented awareness training sessions for groups of teachers at school sites and for groups of administrators. The team was dedicated and motivated as a result of its own training and the support network established by BAGEP. However, the impact was probably minimal, in terms of effect on students, at that time. Only where team members were located at a school site and actively promoted global education was change perceptible. One such site,

Hoover School, already had a cross-cultural education activity lab, called the ME Program which the teachers and principal strongly supported in this primary school.

As a result, global education took a strong toe-hold within the ME Program. In the Spring of 1981, this writer proposed a summer workshop to enable teachers at Hoover School to be trained in a global education curricula approach to develop grade-level plans for implementing this approach, and to compile and develop resources and content for implementation in the Fall, later, in the Spring of 1981, a second proposal was submitted by two team members to fund a similar workshop for selected bilingual teachers throughout the district. These workshops were funded by desegregation monies from the Emergency School Aid Act (ESAA) and from bilingual education funds under Title VII. Staff from BAGEP assisted the Stockton Unified Global Education Team in this training process. In the late Summer of 1981, three additional elementary schools joined together for a pre-service workshop on global education, again assisted by BAGEP staff. These workshops were significant in that they demonstrated that district support could be mobilized to promote global education and that the Team had in one and a half years, succeeded in having an impact on both administrators and teachers alike.

Prior to the summer workshops, an additional opportunity for training for Hoover School teachers was seized. A team of three teachers, this writer, and the Co-Director of the Delta School Resource Center, a State funded two-county teachers

center, attended a two-day global education workshop offered by the Bay Area federally-funded teachers' centers and Global Perspectives in Education, West Coast Office. What was significant about this event, beyond the result of the team-building at Hoover School, was the sponsorship of the San Joaquin County teachers' center. In return for this sponsorship, the new school-based Hoover Team was to make presentations for other schools within the county. Thus, the influence of global education was beginning to spread outside of Stockton Unified. The Co-Director of the Center was to become a Stockton Unified Team member the following year.

That same Spring, 1981, Team members wrote a proposal for funds from the National Endowment for the Humanities to train teachers in the district for implementation of the newly revised History-Social Science Framework for California Public Schools. The Framework has global themes and concepts interwoven within the content for each grade level (Cortés, 1981). This proposal was funded and workshop recruitment and planning was begun this year. The "Stockton and the World" approach will be incorporated into this series of workshops.

In addition, the team used the services of the Center for the Development of Economics Education at the University of the Pacific to provide training for teachers in teaching economics related to local international linkages. This writer worked with the director of the Center in preparing a proposal for funding in 1982-1983 which would include a more comprehensive day-long

workshop focusing on these same international linkages. The Stockton Unified School District Team will cooperate with the Center to present this workshop next year.

As indicated earlier, Stockton is a city of ethnic and linguistic diversity. This diversity was to prove an important factor in the development of the "Stockton and the World" Project. The school district had, and continues to have an obvious need for bilingual and cross-cultural education programs. In response to this need, one of the original programs for credentialling bilingual teachers and a doctoral-level program in bilingual/cross-cultural education were developed at the University of the Pacific within the School of Education. Thus, a cadre of bilingual educators began to emerge in Stockton in the 1970's, at all levels. San Joaquin Delta Community College trained young bilingual adults to work as aides in bilingual classrooms in Stockton Unified. Many of them went on to the University of the Pacific through the Teacher Corps, the Community Involvement Program, New Careers, and the Title VII bilingual credentialling program to obtain their degrees and credentials, and then took jobs as teachers within Stockton Unified School District.

This situation provided fertile ground for the founding of the University of the Pacific/Delta Area Chapter of the California Association for Bilingual Education, whose first president was an active proponent of the value of diversity within the community and the organization. Linkages began to form between bilingual education and global education within Stockton primarily

because a Stockton Unified Global Education Team member was also a member of this professional bilingual education association and a Fellow in the Bilingual/Cross-Cultural Education Doctoral Program. Global Education within Stockton Unified was thus already becoming a part of a community-based network which began to involve the university, the community college, and through the Delta School Resource Center, other county school districts as well as districts in surrounding counties. The connection between bilingual education and global education was to become a significant factor in moving Stockton into a community focus. A rationale for this connection based on the Perkins Report (Perkins, 1979) was developed which provided direction and became a stepping-stone for subsequent activities (Kobus, 1980). Two other significant documents were published subsequently, which were to lend further support to this rationale: the memorandum on bilingual education, A New Direction for Bilingual Education in the 1980's (Academy for Educational Development, 1981) and the Fifth Annual Report to Congress and the President, The Prospects for Bilingual Education in the Nation (National Advisory Council for Bilingual Education, 1980-81).

Initially, a workshop on the connections between bilingual education and global education, "Educating for a World View," was presented at the California Association for Bilingual Education State Conference in Pasadena, 1981, by this writer, a Stockton Unified School District bilingual specialist, and two other Title VII Doctoral Fellows. This presentation was encour-

aged by and received some financial support from BAGEP. The result was that the University of the Pacific/Delta Area Chapter of the California Association of Bilingual Education initiated, developed, and sponsored a symposium, Global/Bilingual Connections in Education. The symposium was co-sponsored by San Joaquin Delta College, the Humanities and Intercultural Education Division, and the University of the Pacific, and was held in May, 1981, on both the Delta College and the University of the Pacific campuses. The symposium was designed to provide an opportunity for leaders in the fields of bilingual education and global education to share their perspectives and to present topics of mutual concern. It was also to provide a forum for exploring an agenda for action in order to strengthen and promote the goals and objectives held in common. Stockton Global Education Team members participated in the symposium, along with invited guests from the community, local, county and state governments, various school districts, the University of the Pacific, Delta College, Stanford University, Global Perspectives in Education, West Coast Office, and California State Universities at Fresno, Sacramento, and Stanislaus. The program included the presentations, "Historical and Programmatic Overview - The Nature of Developing Educational Fields" (Muskal, 1981); "The Status of Bilingual Education in California" (Lopez, 1981); "Global Education: What the Research Shows" (Grossman, 1981); "Bilingual Education and International Trade" (Salamanca, 1981); "Global Education and Bilingual Education, a Common Agenda for Action" (Freeman, 1981);

"Connecting Global Education and Bilingual Education at the School Site" (Kobus, 1981); and "Bilingual Education from an International Perspective" (Baral, 1981).

It is evident from the topics that a broad perspective of the linkages between global education and bilingual education was considered by the panel, rather than a detailed analysis of these linkages. This trend toward generalities rather than specifics meant that there was common meeting ground which was perhaps influential in helping establish a positive dialogue and a kind of optimistic esprit de corps.

It is significant that much of the discussion within the structured small groups, focused on the community level linkage between global education and bilingual education. This may be a reflection that during the panel presentation, prior to the group work, the Bay Area and the World was described briefly. (This project is, of course, one which was inspired by "Columbus in the World" in Columbus, Ohio; participants in the small-group discussions may have incorporated this community perspective into their immediate focus.)

In a summary of the presentations and small group discussions (Ford, 1981), a general conclusion was noted of the basic need to improve the community relations of the schools by identifying ways to get the business community, the educational community and the general community to support an interest in bilingual education and global education. It was recommended that community groups and organizations be educated as to the rationale, goals and objectives of these programs in order to begin the process

of forming a school-community linkage. Another recommendation was that local businesses and private foundations be approached for funding community-based projects in a mutually-supportive alliance. In addition, it was suggested that community people, including parents from diverse ethnic and linguistic backgrounds, business people with an international perspective, foreign visitors to the community, and educators with a global/multilingual perspective be used more extensively as classroom resources. It was pointed out that there was a need to recognize and publicize exemplary programs in bilingual or global education and to entice the media to present these models along with a rationale to the community through the newspaper, radio or television. The symposium was highly successful and well received, according to a participant evaluation. However, it was recognized by all that the real work lay ahead. An important result of the symposium was the initiation of a process of developing a new perspective of a related educational field for those in attendance. This development perspective led a few months later to a commitment by members of the Bay Area Global Education Program to participate as presentors in the 1982 California Association of Bilingual Education State Conference.

At that Conference, thirteen different workshops or lectures were given by BAGEP leaders or school district teams, few of whom were bilingual or had direct involvement with bilingual education. Unfortunately, attendance at these sections was, for the most part, only fair. The bilingual education community represented

at the Conference did not, in general, seem to be prepared to seek out a new perspective, in spite of a major conference address by Congressman Paul Simon, a major proponent of the Perkin's Commission and author of The Tongue-Tied American. Scheduling problems also existed which had a negative impact on attendance. Another result of the symposium was that a major address prepared for that program, "Bilingual Education from an International Perspective" (Baral, 1982), was also presented at the 1982 California Association for Bilingual Education State Conference.

In spite of its relative lack of affect on the larger community of bilingual educators, the symposium did have a definite local affect. The University of the Pacific/Delta Area Chapter of the California Association for Bilingual Education incorporated an international strand within its program plans for professional development. Initially, it was decided to invite the Director of the Bay Area and the World project to speak at a general California Association for Bilingual Education Chapter meeting. This specific objective was later greatly expanded to incorporate an objective that had been brewing for a long time - to test the waters for the development of a "Stockton and the World" focus.

Three significant models which supported such a community-based global education project had already been designed within Stockton Unified. One, the "International Classroom Project," was a cooperative venture between Hoover School and the Office of International Services at the University of the Pacific to place international college students in classrooms as regular

visitors and participants. The second was the development of the Stockton and the World 1982 Calendar (Kobus, 1982) for Stockton Unified School District distribution. This calendar is also a resource unit which provides examples of international linkages in the Stockton community and of classroom lesson plans which illustrate global concepts. The third model was one based on the concept of community involvement for high school students. In the Fall of 1981, with a cutback of staffing, the ME Program, the cross-cultural/global education program at Hoover School faced termination. To prevent this termination, a cooperative project with the Community Service High School, an alternative school in the district, was designed to train and utilize high school students to replace the instructional aides whose positions had been cut from the budget. These students received "teacher" training on a regular basis, including training in cross-cultural/global education content and teaching strategies.

The Stockton Unified School District global education program had thus already begun to develop a community focus. What was needed was an effort to involve community leaders minimally in an awareness process and dialogue which might give birth to a creative exploration of possibilities. Such possibilities include the networking of community groups which have an international dimension, cooperative efforts within this network to promote community understanding of local international linkages and global concepts, and cooperative efforts in teacher-training, inservicing, and curriculum development.

With these possibilities in mind, the University of the Pacific/Delta Area Chapter of the California Association of Bilingual Education, initiated a plan to bring together several community leaders to consider the nature of our community's international connections in conjunction with the presentation on the Bay Area and the World. Co-sponsors with a vested interest in the event were organized to present a Roundtable Discussion on "Stockton and the World." These were the:

1. Bilingual/Cross-Cultural Education Programs and the Center for the Development of Economics Education within the University of the Pacific School of Education;
2. University of the Pacific Office of International Services;
3. San Joaquin Delta College Humanities and Inter-cultural Education Division; and
4. Stockton Unified School District Global Education Team.

In addition to directors or leaders from the above organizations or groups, invited participants included:

1. the Editorial Page Editor of the local newspaper;
2. the Director of the Port of Stockton;
3. a City Councilperson and Chairperson of the Municipal Development Committee;
4. the Coordinator of Special Projects and Legislation for Stockton Unified School District;
5. the California State Assemblyman from our district;
6. the Director of Global Perspectives Education, West Coast Office and Co-Director of the Bay Area Global Education Program; and
7. the Director of the Bay Area and the World.

Background reading materials were carefully selected from publications on "Columbus in the World" and mailed to participants prior to the Roundtable. It was indicated in this mailing that the Roundtable would consider:

1. the nature of Stockton's international connections;
2. how these connections might be identified; and
3. how the community, through its educational institutions, agencies, and local media might be made aware of these international connections and how they affect our lives.

In addition, the participants were asked to consider five general questions prior to the Roundtable:

1. What are the international connections within Stockton/San Joaquin County that most affect our lives?
2. What is the need for the community to understand these international connections?
3. What leadership can you or your organization or institution offer in this effort?
4. What important community groups need to be involved and how can these groups work together to educate our citizens?
5. Where do we begin? What specific suggestions or recommendations do you have?

The Roundtable Discussion on Stockton and the World proved to be a spirited and productive interchange of ideas and concepts. The group generally showed commitment and agreed to reconvene for a specific, clearly defined objective, which is currently being determined. Following the Roundtable, the presentation on the Bay Area and the World was made to a large, diverse, and appreciative audience.

As a result of both the Roundtable Discussion and the Bay Area and the World presentation held in January of 1982, the following decisions or events have occurred:

1. The newly-funded Bechtel International Center at the University of the Pacific will open in late 1982 or early 1983 with a series of activities focusing on the theme, "Stockton and the World." The Office of International Services will continue to support the International Classroom Project for 1982-1983.
2. The University of the Pacific Center for the Development of Economics Education has incorporated a "Stockton and the World" focus into its teacher workshop series to be held in the Fall, 1982.
3. An international focus was added to the "Career Week" seminars for Delta College students held in April, 1982.
4. A resource unit for the intermediate grades which focuses on the Stockton community as a learning resource has been developed (Kobus, 1982).
5. Two alternative high schools are investigating the possibility of using a "Stockton and the World" approach for teaching social studies and for career education.
6. Delta College, Humanities and Intercultural Education Division held a global education training workshop for division staff and for students in an education intern program.
7. The Stockton Unified School District Global Education Team will name its project "Stockton and the World."

In addition, four major goals are evolving for the Stockton and the World Global Education Project:

1. to develop school/community awareness of the importance of a global perspective.
2. to develop school/community cooperation in solving school/community educational problems.

3. Recognition of models within the school/community which exemplify global concepts, such as interdependence, communication, conflict and change.
4. Awareness of the local international dimension of these concepts.

Stockton has great potential to continue to develop this project as a community project, as opposed to an isolated in-house Global Education Team project. It is this author's analysis that minimal funding will have to be found to create the kind of organizational networking that would be essential to having an impact on the community. Involving the local media is a critical aspect of this networking because of its obviously powerful control of communication systems within Stockton. Many individuals crucial to the project are committed and poised to participate. But whether or not the general community project succeeds is dependent upon the leadership for this specific project shifting from the basically volunteer effort of the Stockton Unified School District Global Education Team to a group in the community which is funded in some capacity, or which has a vested interest in carrying out the program.

Within Stockton Unified School District, there is administrative support in theory, for a staff person who would provide curricular services for teachers in the area of cross-cultural/global education. However, the financial plight of school districts is well-known and in reality, such a position is unlikely to be implemented at this time. Greater potential for a "Stockton and the World" global education approach exists within individual schools and especially the alternative schools in the

district. These schools are generally smaller, have more flexibility with programs, and may have more innovative leadership and staff. Stockton's two alternative high schools, one with a community service component and the other with a career education focus, have already indicated and demonstrated a significant interest in developing such a program. The Stockton Unified Global Education Team, with its strong leadership and support, will continue to foster such efforts within the district.

The development of a curriculum model based on the concept of the global linkages in the community would make an important contribution in Stockton. A hypothetical model might involve high school students in a cooperative effort with photographers and reporters from the newspaper to produce a story and photo display about some international aspect of the community. Although this project may not be one identified to implement, it exemplifies the type of cooperation that would support a "Stockton and the World" curriculum for an alternative school. Although this model could not be easily implemented in standard high schools, it could generate curriculum for these schools. More importantly, it exemplifies an ideal community-based global education project which has the potential for improving school-community relations. It is essential that the community begins to see itself not as a critic of, but as a contributor to the educational system. The school system ought to be doing everything in its power to facilitate that process.

A Proposal for a Theoretical Rationale for Community-Based Global Education

Several worthy "Your Community in the World" projects and much data now exist. In assessing the literature related to these projects and to global education in general, it appears that the field is being developed from outside precollegiate education, from the disciplines and professions of political science and international studies, or from philosophies and polemics based on these disciplines (Kobus, 1980). This "subject-centered" approach to implementing curriculum in the schools seems to predominate. The argument that "what is basic to education is a global perspective," is heard over and over again. It is possible that this approach, which essentially derives from the structure of the disciplines, cannot help but be perceived by teachers and administrators alike as an "add-on" to the curriculum.

There appears to be no conceptualization of learning theory to support curriculum development in global education. The question is, then, what kind of a curricular model would:

1. meet the needs of the learner,
2. meet the needs of society, and
3. provide an organized core of knowledge?

Educators in general, have approached this question in a segmented, compartmentalized fashion which has consisted of innovation and reaction to innovation. It is critical that global education, as an emerging paradigm, be firmly grounded in learning theory to avoid this action-reaction cycle. According to Muskal (1981), in order for a field to become legitimate, it must develop a theoretical base which is generic to its nature, in this case,

educational theory. Dewey stated, "Theory is in the end the most practical of all things, because this widening of the range of attention beyond nearby purpose and desire eventually results in the creation of wider and farther-reaching purposes and enables us to use a much wider and deeper range of conditions and means than were expressed in the observations of primitive practical purposes" (Dewey, 1929, p. 17). It is critical that curriculum developers in global education establish this legitimacy by extracting from existing learning theory. Only when the field is grounded in this theory can research of any serious nature be undertaken. Precollegiate educators must define the field on this theoretical basis in order to control the developmental process and implementation in the schools. An examination of some basic considerations for curriculum development will provide a perspective for assessing this need within a community-based global education project.

Dewey, Tyler, Taba and others have contributed to a curriculum model, now widely recognized as the Tyler-Taba rationale which is based on the interaction of instructional objectives from three sources: the learner, the society, and the subject matter. Furthermore, the process of curriculum development based on this model involves an ecological relationship among four basic functions, identifying objectives, selecting the means for attainment of these objectives, organizing these means, and evaluating the outcomes. These four functions interact in a non-hierarchical fashion and must be firmly grounded in educational philosophy (Tanner and Tanner, 1980). According to Dewey, it is critical

that the three types of objectives also exist in an interdependent relationship in order that one does not dominate the others (Dewey, 1902, pp. 4-8). Reliance on the scholar-specialist for curriculum development has led to a fragmented curriculum which ignores the additional imperative of deriving objectives from the needs of the learner and from society. "...the specialization and segmentation of knowledge have made the curriculum more remote from life at a time of a rising demand to make the curriculum more responsive to emerging societal needs and problems." (Tanner and Tanner, 1980, p. 42). The result has been an unbalanced curriculum.

Theory is critical, according to Dewey, not only because it can produce a balanced curriculum, but because it allows hypotheses to be formulated and tested within the context of the educative process. Furthermore, these hypotheses must be applied to problems evident in the world of concrete experience (Dewey, 1929).

Educational objectives must, then, be derived from problems of contemporary life and the nature and needs of the learners, in addition to a body of subject matter. The basic work of Dewey and his concept of community, and Piaget and his stage theory of cognitive development, can become a part of a theoretical rationale for the development of objectives in community-based global education.

Dewey's comprehensive notion of "community" and its relationship to pedagogical practices provide instructional objectives that meet the needs of the learner, society and the subject

matter in an integrated fashion. He recognized the learner's need to be engaged in a continuous process of solving meaningful problems through an active re-arrangement and reconstruction of experience. He theorized that all education needs to begin with the child's impulse toward action and that the function of the school was to help the child organize this action. Brosio (1972, pp. 45,46) in synthesizing Dewey's concept of community said, "The child needs the school in order to convert raw occurrence into a composed tale of meaning...The child is the curriculum, and pedagogy is geared to helping him solve individual, peer, scientific, and finally societal problems.

This pedagogy is dependent upon the use of the scientific method of inquiry in a setting which recognizes the school experience as a diminution of the larger community. The integrated use of the disciplines as organizing tools assist the learner in solving real problems which have personal meaning. But content from the disciplines should not be used to fill children, like empty vessels, with adult knowledge. Rather, the curriculum must provide a continuous process which allows the learner to reconstruct this knowledge and society in a manner which is relevant to him/her. "A curriculum which acknowledges the social responsibilities of education must present situations where problems are relevant to the problems of living together, and where observation and information are calculated to develop social insight and interest" (Dewey, 1916, p. 352).

Piaget's theory about the nature of the learner has recently had an impact on the secondary curriculum as basic research provides us with some answers regarding stages of cognitive development.* Piaget identified these stages as being sequential and he ascribed general age brackets for each stage. While the stages themselves and their order have been internationally researched and accepted, researchers continue to uncover new information about the ages of stage attainment. This is especially true in determining the age of attainment of the stage of formal operational thought. Piaget himself set this age at about 11 to 15. Current research shows that a very large majority of college freshmen and high school students may be concrete operational thinkers, not formal operational thinkers. Some studies indicate that up to 95 percent of these students have not advanced to formal operational thought. (Phillips, 1980, pp. 8-9). Renner and Lawson (1975) attribute this delayed attainment to the inappropriate curriculum offered at the high school level. Most instruction in the secondary schools is based on the figurative mode of teaching. This consists of the transfer and recording of information and allows little interaction of the student with the content. It is based on abstractions; rather than reality. By contrast, operational learning is based on student interaction with concrete objects and experiences in order to abstract and develop concepts. It is based on meaning within the learning situation, not memorization. It

*The Center for the Development of Economics Education at the University of the Pacific has developed a concept paper for economics education based on the Piagetian theory. (Phillips, 1980).

promotes linkages between concepts and symbols in the context of active learning (Elkind, 1976; Piaget, 1976).

The essence of knowledge is derived from an individual's interaction with physical objects through the process of experience (Piaget, 1964). Furthermore, researchers are showing that this is true, not only for those in the concrete operational stage and below, but also for those who have attained formal operational thinking (Cantu and Herron, 1978; Sheehan, 1970; Lawson and Blake, 1976).

Sanders (1978) provides a description of concrete and formal operational thinkers:

1. Characteristics of the Concrete Thinker:

- a. His/her understanding is contingent upon reference to familiar actions, objects, and observable properties.
- b. He/she makes use of the reasoning patterns of class inclusion, conservation reasoning and serial ordering.
- c. He/she may use formal reasoning patterns in a partial or unsystematic manner, but only in familiar contexts.
- d. He/she requires step-by-step instructions to master a lengthy procedure.
- e. He/she is not aware of his/her own reasoning, of the inconsistencies in the statements he/she makes, of the contradictions of these statements with other known facts.

2. Characteristics of the Formal Thinker

- a. He/she can reason with concepts, relationships, abstract properties, axioms, and theories.
- b. He/she uses symbols to express ideas.

- c. He/she can use combinational, propositional, and probabilistic reasoning.
- d. He/she can identify variables and discover their relationships by investigations requiring control of the variables.
- e. He/she can plan lengthy procedures given certain goals and resources.
- f. He/she is aware and critical of his/her own reasoning and actively checks on the validity of his/her conclusions by appealing to other known information. (Sanders, 1978, pp. 286-287).

It would appear then, that Piagetian theory can provide a firm base for needed reform in the curriculum; it offers a rich source for objectives related to the needs of the learner in the development of curriculum for global education. Furthermore, it has special application in the development of a community focus for global education. Familiar, and/or readily available resources within the community can be used to plan active learning experiences to teach the abstract global concepts of change, communication, interdependence, conflict, diversity, etc.

Discussion

Focusing on the community in teaching abstract global concepts is consistent with the theories of both Piaget and Dewey. The community readily yields numerous examples of these concepts with which students can, in various ways, have direct involvement in meaningful problem-solving. Curriculum development can be based initially on the existing linkages between students and the community. The development of an organizational

network and an international resource bank could extend the curriculum further into the community in a systematic manner. All of these efforts, however, must be conceived through broad conceptualization of the field.

It is critical for those of us who advocate adding a global perspective to the curriculum, that we ask ourselves the probing questions which others outside the field have asked us and will continue to ask us. We must further conceptualize and define the nature of global education in the pedagogy, or it will be defined for us. A sound theoretical rationale will make it much more than "just another innovation." Sound curriculum is based on an organized theoretical approach and the need to acquire basic knowledge. With these, global education will not be a current fad, but a general advance in curriculum grounded in recognized educational theory, which will help students learn more effectively. Global education needs to be part of a general reform of the educative process.

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APPENDIX

A Chronology of the Stockton and the World Community-Based Global Education Project

- January, 1979 - Development and implementation of the ME Program, Hoover School.
- Fall, 1979 - Formation of the original Stockton Unified School District Global Education Team as a part of the Bay Area Global Education Program.
- Spring, 1980-
Spring, 1981 - In-district workshops presented by the Stockton Team.
- January, 1981 - Presentation by Stockton Team Members at the California Association of Bilingual Education State Conference: Educating For a World View.
- Spring, 1981 - Proposal written for a summer global education curriculum development workshop for Hoover School teachers.
 - Hoover School parent survey of attitudes toward global education.
 - Proposal written for a summer global education curriculum development workshop for district bilingual teachers.
- Spring, 1981 - Proposal written by the Stockton Team for a National Endowment for the Humanities grant to train teachers to implement a global perspective through the social studies.
- May, 1981 - Sponsorship by the Delta School Resource Center of a Hoover School team of teachers to attend a 2-day global education workshop.
- May, 1981 - Symposium, Global/Bilingual Connections in Education, sponsored by the University of the Pacific/Delta Area Chapter of the California Association of Bilingual Education and San Joaquin Delta College.
- June, 1981 - Two 2-week summer workshops to develop curriculum for Hoover School teachers and bilingual teachers.

- August, 1981 - BAGEP Summer Institute at Stanford University attended by Stockton Team.

- August, 1981 - Two-day introductory workshop for teachers of three elementary schools in Stockton Unified presented by BAGEP staff and Stockton Team.

- Fall, 1981 - Two inservice presentations made to teachers in two Stockton Unified schools on teaching economics with a global perspective by the Director of the Center for the Development of Economics Education, the University of the Pacific.

- Presentation on global education at the Five-County Staff Development Day sponsored by the Delta School Resource Center by the Center and Stockton Team members.

- January, 1982 - Stockton and the World Roundtable Discussion held at the University of the Pacific. Presentation on the Bay Area and the World project.

- Winter, 1981-82 - Development of the Stockton and the World 1982 Calendar by a Stockton Team member with support from the Multilingual/Multicultural Center. Publication was assisted by Title IV Desegregation Project.

- March, 1982 - Presentation on global education by Delta School Resource Center and Team to migrant teacher aides in San Joaquin County.

- Spring-Fall, 1982 - Implementation of NEH grant through cooperative effort of BAGEP, Stockton Team, the Curriculum Department in the district, and Title IV Desegregation Project.